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ABSTRACT

This handbook outlines procedures for evaluating a school guidance program. Defined first are the concept of guidance evaluation and basic terms in guidance evaluation. The purpose of guidance evaluation is discussed. Covered in a description of problems and difficulties in doing guidance evaluation are general problems; problems relating to objectives, criteria, and goals; and sampling problems. The following aspects of the process of guidance evaluation are described: basic steps in evaluating guidance programs, classification systems of guidance evaluation, common guidance evaluation strategies to avoid, a model for classifying guidance evaluation procedures, using goal attainment scaling for guidance evaluation, and the accountability record approach. Facets of using the results of guidance evaluation are considered, including principles of change useful to implement evaluation of guidance outcomes, knowledge gained from evaluation studies of school counseling, implications of evaluation studies for the school counselor, and benefits of evaluating guidance. (MN)

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HOW TO EVALUATE A SCHOOL GUIDANCE PROGRAM

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CHAPTER I

INTRODUCTION TO GUIDANCE EVALUATION

Guidance Report Card

Guidance Services	Grade
Counseling	B
Appraisal	A
Information	C
Placement	B
Follow-up	C

I. Introduction to Guidance Evaluation

A. What is Guidance Evaluation?

Although some school guidance programs still exist on the basis of faith and tradition alone, the current mood of public demand for accountability and the demand for demonstrated worth, seems to require the need for doing a systematic evaluation of school guidance programs.

School guidance programs, whatever the services and functions included in them are generally stated on the belief that students and society will benefit from the services provided. Faith, hope and charity have been the characteristic public attitude toward school guidance programs in the past - faith in their effectiveness, hope that they can meet important if well clarified needs, and charity in not pushing too hard for evidence that the faith and hope are justified. However, today evaluation of guidance services seems inevitable. It willl be done whether or not guidance workers do it. It can be based on conjecture, opinion, and hearsay, or evaluation can be based on systematic, professional investigation.

B. Definitions of Basic Terms in Guidance Evaluation

Evaluation, research, and accountability are closely related terms that are of major importance today to school counselors. **Accountability** incorporates both research and evaluation activities to establish how well guidance is meeting goals and objectives. **Research** is a broad term covering any systematic effort to obtain information about an area. However, the term research does not necessarily focus on program effectiveness since the results don't always have to focus on a practical concern. On the other hand, **evaluation** is carried out to determine the effects of a guidance activity, to estimate the success in reaching set goals, and to help in guidance decision-making. Tolbert (1978) has noted that the term "research evaluation" can provide a counselor with a concept to answer the question whether guidance services make a difference as well as whether a program is accomplishing the purposes for which it is accountable.

Evaluation can be defined as the process of delineating, obtaining, and providing useful information for making decisions. In contrast, **accountability** is collecting information about accomplishments and costs to facilitate decision-making about a guidance program while **research** involves testing, describing and correlating and does not always have applications to practical matters. Evaluation is usually more practical or mission-centered, less subject to control, and more concerned with providing information than is research.

Evaluation in a school guidance program includes the process by which judgments are made as to whether the goals of guidance are being attained. Systematic methods of evaluating guidance functions are necessary because day to day casual observations and record keeping are often incomplete, unreliable and biased. Evaluation goes beyond measurement which refers to a "how much" question to the question of "what value".

Guidance evaluation can be further defined as making systematic judgments about the relative effectiveness with which objectives are reached using specified standards. For example, North school district reduced its school dropout rates from 10 percent last year to five percent this current year. The objective that was previously stated was a five percent reduction. In terms of guidance evaluation this would be judged as an effective program aspect since the specified standard for evaluating the goal was reached in this instance.

It can be seen from this example that a systematic guidance program evaluation must have at least three components:

1. objectives must be explicitly stated,
2. standards to judge whether objectives have been met must be established, and
3. some judgmental statement must be made about the meeting of the objectives.

CHAPTER II

THE PURPOSE OF GUIDANCE EVALUATION

Guidance Evaluation = Guidance Improvement

II. The Purposes of Guidance Evaluation

A. Why is Guidance Program Evaluation Necessary?

1. The continued support of a guidance program is dependent upon systematic **evidence** that it is providing needed services to students.
2. Guidance evaluation is needed to serve as a basis for continued improvement.
3. Unless systematic well planned evaluation is carried out decisions about the program will necessarily be based on hearsay evidence, bias, and rationalizations.
4. Data about the program is needed to help the community make more informed decisions.
5. The pocketbook. Property taxes and other taxes have zoomed sky high. A high percentage of property taxes goes for education and the frustrated taxpayer is looking for a "whipping boy". Taxpayers have organized and are demanding that education including counseling and guidance services show some definite results.
6. School failures. The failure of the schools to prepare students in even the most basic skills has caused citizens to be alarmed about educational practices and demand that effectiveness take place in all programs including guidance.
7. Student rights. Students, as never before, are asserting their rights and backed up by legal support, they are more able to challenge and effect change in school rules, regulations and services. Some cherished traditions are under fire. Counseling and guidance as one of the functions and priorities in education is being challenged.
8. What is education for? Citizens today are more prone to question or even attack schools on philosophical, humanistic and practical grounds. They see society as changing but education has not kept up with the changes. Others believe that the schools are too liberal and want a more conservative and patriotic stance. Evaluation is needed to show the effectiveness of guidance as it relates to education.
9. Inequality in education still exists. Schools are being challenged to produce favorable effects of minority groups. More and more questions are being asked about how well counseling and guidance services work for the disadvantaged.

B. Additional Reasons for Guidance Evaluation

1. The most essential reason for conducting guidance evaluation is to check on whether the guidance function has met student needs.
2. A second reason for evaluating guidance functions is to use the data to serve as the basis for developing new services or adapting existing services. Evaluation results help make decisions as to what might be done.
3. Guidance evaluation results can help interpret the program to the public and community. Informed parents can participate better in defining the needs and direction of the program and community understanding can provide support for needed guidance program improvement.
4. The study of guidance is a process that can provide in-service training of faculty and guidance staff members. Doing the evaluation, the planning, the execution, and implementation are learning experiences that can help the faculty understand the "why" of guidance services and possibly increase usage of the program.

C. The Advantages of Evaluation for School Counselors include:

1. Receiving feedback on the effectiveness (or lack of) of their work and possible increase in competence through self-evaluation.
2. Being able to identify students whose needs go unmet.
3. Choosing and using counseling techniques on the basis of their effectiveness.
4. Being able to justify the elimination of useless guidance activities.
5. Having evidence for requesting increased staffing and other services to meet guidance objectives.

CHAPTER III

PROBLEMS AND DIFFICULTIES IN DOING GUIDANCE EVALUATION

Guidance Program Report Card	
Concepts	**Grade**
Goals	D
Objectives	F
Criteria	F

III. Problems and Difficulties in Doing Guidance Evaluation

A. General Problems in Conducting Guidance Evaluation

1. Knowing when to conduct a guidance evaluation
2. Getting the support and interest of the faculty
3. Interpreting the results in a meaningful way to the community.

B. Problems in Guidance Evaluaion Relating to Objectives, Criteria, and Goals.

1. Too often the objectives of a guidance program have not been stated in measurable behavioral outcomes or have been stated too subjectively involving student reports on such topics as happiness, satisfaction, increased liking for school and so forth.
2. Criteria such as improvement of school grades, attendance, reduced discipline problems, reduced dropouts, greater participation in extra curricular must be cautiously proposed since they may not be the outcomes of the school guidance program alone. The effects of guidance activities cannot always be clearly separated from other educational or societal forces.
3. Failure to relate guidance objectives to the total school objectives. This isolates guidance services and can result in loss of support.
4. Using immediate and easily available criteria that are not validated against long term goals. Or using long term or global outcomes like job satisfaction or personal happiness in later life that are difficult to be measured during in-school progress.
5. The tendency to regard goals as desirable for all students and thus ignoring individual student differences.
6. The goals of guidance programs vary from school to school and agreement is difficult to reach on any one set of acceptable goals common to most school programs.
7. There is no clear-cut agreement on criteria to measure the accomplishments of guidance. Too often the means of guidance are confused with the ends or the process is confused with the guidance outcomes.
8. Guidance efforts are often in areas which are counter to other influences in student development and thus hard to measure impact. For example, school counselor impact can be easily nullified by peer influence among high school students.

C. Problems in Guidance Evaluation Relating to Inability to Find Suitable Control Groups.

1. Lack of a suitable control group is a major problem in guidance evaluation.
2. Although many studies in counseling have controlled for such obvious aspects as matching, randomizing, or statistically treating such factors as student intelligence, grade level, socioeconomic status, gender, and personality factors, the motivation for counseling is a major factor and is often overlooked.
3. Since withholding counseling services from a group of students is unethical many guidance counselors are reluctant to use this control group approach. However, means of solving this problem can include:
   (a) Delaying counseling or other services intended to one group for only a specified time period.
   (b) Using a group as its own control by initially evaluating, then waiting for a specified time period and reevaluating, applying the service intended and then evaluating the group a third time.
   (c) Giving a different type of the service to some members of the group.

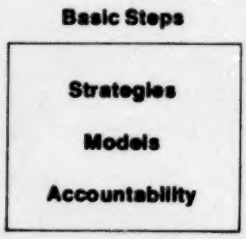
D. A fourth problem common in guidance evaluation involves **sampling.** A sample must be carefully described before any generalization can be made from a study of one school student body to another.

E. Why Don't School Counselors Do More Program Evaluating?

1. One reason may be the lack of concern for program evaluation in our school counselor training programs where the emphasis is on statistics and research design.
2. Another possible reason for little activity in guidance evaluation can be related to the priority placed on other guidance services.
   (a) Counselors often have heavy client loads or are burdened with administrative and clerical duties which do not permit the time to conduct systematic guidance evaluation.
   (b) Counselors are seldom rewarded for doing program evaluation.
3. Another reason for the lack of guidance evaluation is related to the insecurity or threat that school counselors feel when doing studies of their own program.
4. Guidance evaluation costs money and this too often is a neglected item in the school budget. Yet, in the long run no evaluation often becomes the more costly alternative.

CHAPTER IV

THE PROCESS OF GUIDANCE EVALUATION



IV. The Process of Guidance evaluation

A. Basic Steps in Evaluating a Guidance Program

1. First clarification of the goals or objectives of a guidance program need to be stated. A good way to start is to make an all school statement of objectives and then sort out those goals that a guidance program can be expected to meet that relate to the all school objectives. Use of clearly stated objectives made in observable behavioral terms will help avoid vague unmeasurable goals.
2. Keeping careful records of students who use the guidance services is essential. These records should be maintained over a period of time to allow for change to occur.
3. Third, involve as many faculty members as possible to improve cooperation and understanding of the program.
4. A comprehensive master plan which uses several approaches to evaluation should be made to avoid frequent need for changing and altering the plan. This plan would answer such questions as what data are to be collected by what means and how the data are to be analyzed and used.
5. When experimental approaches to guidance evaluation are to be used, outside consultation may be needed and should be anticipated as a need.
6. Finally, the results of guidance evaluation need to be publicized and made available to a wide range of school and community personnel if improvement in services is to take place.

B. Classification Systems of Guidance Evaluation. Common Types of Guidance Evaluation

1. Case Study

A case study is a longitudinal view of a student that includes background information and is updated as demanded.

This type of evaluation is an individualized approach to studying individual student progress. This is an excellent evaluation technique for studying the effects of counseling or some other guidance technique but is too time consuming to evaluate the broader aspects of the total guidance program.

The case study method has recently gained some popularity (N=1 studies) and is particularly useful when the counselor is trying to understand what specific techniques work for a particular student behavior. By using a base rate, later techniques can be compared for effectiveness.

2. Experimental Method

The experimental method involves providing some specific service for some pupils, using controls or pupils who do not receive the service, and then comparing results of the two groups on some specified criterion. This method of research takes a lot of effort and some understanding of statistics and research design.

This type of evaluation is usually the most rigorous and sophisticated type of guidance evaluation and can often answer how effective well-defined guidance techniques are on students. By using representative samples of the total school student population, information can be generalized to the total student body. Disadvantages of this method include the narrowness of the areas studied and the technical requirements to conduct the study and statistically analyze the findings.

3. Survey Method

This approach to guidance evaluation is probably the most economical and popular of the evaluation approaches. The survey approach often involves the use of a questionnaire or list of criteria to determine guidance program effectiveness or needs.

The survey approach is similar to doing public-opinion polls and involves sampling students or other groups about attitudes, opinions or other data. Doing a student needs survey is an example of the technique.

Follow-up studies of former students are one of the more common survey-type evaluation. The tabulation method is a type of survey and consists of counting activities (tests given) facilities, personnel, and provides a quantitative evaluation. Accreditation standards frequently use the tabulation approach.

The survey method has been a popular approach to the evaluation of guidance services and involves:

(a) Use of predetermined standards for a guidance program.
(b) Collecting evidence of the guidance services being offered.
(c) Taking stock of how these existing services compare with the predetermined standards.
(d) A number of checklists and survey forms containing standards or criteria such as Criteria for Evaluating Guidance Programs in Secondary Schools, Form B, by the U.S Office of Education are available to compare a program with desirable features of a school guidance program.

C. Common Guidance Evaluation Stategies to Avoid (Burck and Peterson, 1975)

1. The Sample-of-one-Method involves using a very narrow sampling procedure such as a few students or a few faculty members.
2. The Brand A vs. Brand X Method. Too often nonequivalent groups of students are compared with the Brand A getting a new type of guidance service and Brand X receiving an old approach.
3. The Sunshine Method of evaluation involves saturating an aspect of the guidance program with excessive publicity and exposure while hiding other aspects and discouraging any serious examination of the service.

4. The Goodness-of-Fit Method of evaluation considers first the degree to which a new guidance service fits into already existing school scheduling and faculties. Despite potential benefits a new feature might be considered frivolous and even a nuisance if it interferes with existing school functions. Counselors must be aware that antagonizing a staff may destroy the benefits of a needed guidance service.
5. A fifth approach could be labeled the "Committee Method". To get a guidance service introduced, a respected group of faculty are assembled and after a favorable consensus is reached, the committee writes a glowing evaluation of the program. This approach gives the illusion of authority and legitimacy since it was a "committee" endeavor.
6. The Shot-in-the-Dark or "goal free" method of guidance evaluation is used when no clear cut set of objectives for the program exist. Since there are no standards or clear direction, any guidance outcome can be selected and the counselor searches randomly and often frantically for an outcome that looks good.
7. Finally, the "anointing by authority" method of guidance program evaluation involves the employment of a "good" consultant-evaluator who is expected to praise but not criticize the program. By doing the right type of entertaining and careful guiding of the consultant to see the "right people", a good evaluation is ensured but the issue of whether the program has any impact on students is conveniently ignored.

D. A Model for Classifying Guidance Evalustion Procedures

Guidance evaluation is concerned about: (1) What school counselors do, as well as (2) What **effects** does the work of the counselor have on students and other consumers of their services? These guidance evaluation questions can be answered descriptively or quantitatively. The two types of questions and the two methods of presenting answers to the questions can form a four way classification model with a horizontal and vertical axis. On the horizontal axis the two categories represent guidance **activities** and guidance **effects.** On the vertical dimension the model is anchored by **descriptive** information and a **quantitative** category. These four types of guidance evaluation are shown in figure 1.

Figure 1a

Four Types of Guidance Evaluation Questions and Their Information Bases

Descriptive Information

Activities		Effects
Category I What descriptive information can be provided for what the school counselor does?	Category II What quantitative information can be provided that selected guidance functions are effective?	
Category III What quantitative information can be provided for what the school counselor does?	Category IV What descriptive information can be provided that selected guidance functions are effective?	

Quantitative Information

a. Adapted from Atkinson, Furlong, and Janoff (1979)

Category I information provides a descriptive rationale for counselor activities. This rationale may be derived from philosophical, legal, or theoretical bases. In other words, information in the category documents the **value** of selected counseling and guidance activities. Making descriptions of various guidance services can give the impression that everyone recognizes the inherent value of these activities. For example, counseling, testing, and informational services are almost always included on the list of guidance activities and are **assumed** to have inherent value. Use of legal documents like state laws mandating guidance services would be an example of information using Category I. References to role and function statements of school counselor (ASCA) would be an example of professional advocation. Another illustration of information in Category I would be the citation of Super's or Ginsberg's career development stages to justify various career guidance activities used at differing age levels.

Additional guidance activities to be included in Category I are:

1. A counselor-student ratio of one full time counselor for every 250-300 students at the secondary school level and one full-time counselor for every 600 elementary school students is one of the better known criteria for evaluating a guidance program. These ratios have developed from professional statements of guidance organizations and in some cases have been logically or scientifically justified.
2. The counselors meet the standards of a masters degree in counseling and guidance and appropriate teaching and other work experiences.
3. Usable, clearly understood student records are maintained and used.
4. Vocational, educational, and personal-social information are accessible to students.
5. Test and appraisal data are available to help students to better understand themselves and make wiser plans.
6. Guidance services extend through the full range of the student's schooling (K-12).
7. Adequate physical facilities are available to carry out the guidance services.
8. Adequate budget support for guidance exists. Current figures of budget support range from about 3-5% of the average pupil costs.
9. The guidance program is based upon determined student needs.
10. The guidance program includes developmental and preventative services as well as remedial functions.
11. Guidance services are not ends in themselves but are related to the total objectives of the educational aims of the school.
12. Guidance services are offered in a well balanced form so that no activity is overemphasized or underutilized based upon pupil needs.
13. The program offerings are flexible and adjustable to change in needs.
14. There is high morale and a spurt of professionalism among the guidance personnel.
15. Guidance programs have realistic goals and there is an awareness of strengths as well as the need for referral and other assistance at times.
16. The counselor in the guidance program has a carefully formulated role and function.
17. The guidance program carries out a well organized public relations program.
18. The counselor exhibits effective program leadership characteristics.

Category II information gets at answering the question of the effectiveness of various guidance activities with descriptive statements. Information in this category documents the value of guidance outcome. For example, opinions and testimonials of satisfaction of guidance services coming from students, teachers, parents, and other consumers would fall in Category II. Although data or information in this category are not presented in statistical form, they do provide evidence that the outcome or effectiveness of guidance activities is valued by someone.

Category III consists of information or data that are in numerical form to answer the question of "what does the counselor do?" Information in this category is useful to document the occurrence of some guidance activities.

Activity-time accounting such as the use of a log of activities that lists how many students are served by the various guidance services is an example of information in this category. Using activity time data to compare your school guidance services with an exemplary or model guidance program is another example of data in this category. Needs assessment surveys that provide numerical data to support guidance activities or surveys where various consumers are asked to rate the level of services rather than the effectiveness of such services are other examples of information in this category. Linking guidance services to costs is still another example of information in this category. Keeping monthly and yearly guidance reports summarizing the years activities can be helpful in telling the story of what a counselor does.

Here is a list of monthly guidance activities classified in Category III that can be reported to help describe the school counselors job:

1. Conferences and meetings attended
   Teachers often wonder why the counselor is not always in the office all the time. To help answer the questions, list the meetings attended including their exact length. A tally will probably show that counselors attend meetings not only during the school day but also some that extend beyond the school day or on weekends and even during regular school vacation time. This information can easily demonstrate that counselors work with agencies outside of the school building.

2. Individual counseling time
   This can be recorded by number of sessions per month held or by percentage of total time spent in this activity.

3. Group and career guidance
   The number of groups held per month can be recorded or the hours actually spent in the activity.

4. College or postsecondary applications processed
   Showing the numbers of students who have completed college or other postsecondary school each month can give an informative picture of this activity. Percentages of seniors completing applications can be easily calculated from basic data.

5. Part-time Job Placements
   Each month job placements can be reported with the types of jobs, firms where employment was provided and other information given.

6. Registration Activities
   This monthly summary can include the number of students in special programs, number of schedule changes, and numbers of parent-student planning meetings.

7. Freshmen Orientation Activities
   Number of hours involved in planning and carrying out this activity can be noted.

8. Guidance Committee
   Number of times and hours of guidance committee meetings can be reported each month.

9. Testing Activities
   Number and types of tests given as well as hours spent in this activity can provide useful data each month.

10. New Student Registrations
    Each month a list of all new student registration by grade level can be useful data.

11. Parent Contacts
    A monthly tally of the number of parents seen each month can help make teachers be more aware of the involvement counselors have in this area.

12. Case Conferences
    Each month the number of case conferences (which often involve teacher input) can be tallied and provide general information about amount of involvement in this activity.

13. Information Requested and Recommendation Forms Completed

    Monthly totals of this activity can provide teachers with additional understanding of the range of counselor activities.

Category IV in this model provides quantitative data or information relative to the effectiveness or outcome of guidance activities. The question answered by data in this category is "what quantitative information can be provided that selected guidance functions are effective?" Data in this category documents **occurrences** of the **outcomes** or effectiveness of guidance services. The use of goal attainment scaling in which the counselor and student jointly assign numerical values to progress toward predetermined goals is an example of this category of accountability. Statistics which document such programmatic goals as decreasing truancy, increasing students in part-time employment, increasing realistic career placement are other examples of use of quantitative data on guidance outcomes.

Other examples of category outcomes are:

1. Improvement in student academic achievement for those who received counseling.
2. Reduction in student discipline for students who participated in group counseling.
3. Improvement in student attendance rates among students receiving counseling.
4. Increased involvement in student extra curricular activities among counseled students.
5. Increase in student usage of career guidance materials in group guidance classes.
6. Increase of student graduates employed in their chosen field who received career counseling.
7. Increased awareness and usage by teachers of classroom guidance materials.
8. Reduction in drug abuse among students receiving individual and group counseling.

Category IV data can be most reliably obtained through the use of research studies that include a control group and pre-post change scores with valid measurement instruments. This category can also cover single case studies.

E. Using goal-attainment scaling for guidance evaluation is an excellent example of a category IV activity.

The current emphasis on effectiveness in the work of the school counselor often creates problems. Large scale sophisticated studies using technical research designs are often terribly expensive, time consuming and even impractical. Yet, without some degree of assessment and evaluation, school counseling stands to become second class professionals unable to justify their worth. One way out of the dilemma is to find practical and efficient ways of demonstrating the effectiveness of counseling efforts.

Briefly, goal attainment suggests that specific goals generated by counseling procedures are jointly determined by the counselor and the student. The goals must be operationally defined in specific, concrete and measurable terms. A specific goal like reducing student absenteeism or disciplinary problems would be consistent with the requirements of goal attainment scaling while a goal of improved student happiness would not be acceptable unless the counselor and counselee could agree on a measurable example of this student behavior.

For purposes of simplifying the use of this approach, a modification of a model developed by Glicken (1978) will be presented. Suppose John, your counselee, and you agree on these three measurable goals: improvement in course grades, reduction in absenteeism, and reduction in disciplinary infractions. Each goal must be assigned a relative level, and a weighting. The sum of all weightings must equal 1.0. The agreed upon weightings represent a joint decision by the student and counselor and reflect the relative importance the value of each goal. An example is shown below:

Improvement in grades	.5
Reduction in disciplinary problems	.3
Improvement in attendance	.2
	1.0

Although the decisions of the goals and levels weightings are determined jointly by the counselor and counselee, the broader concerns of teachers, parents, and administrators must also be considered in the process. The levels of units of behavioral change can be broken down into five levels to keep the measurement requirements simple. Level 1 is the current rate of student performance and is described as 0 percent of improvement, Level II represents 25 percent improvement, Level III represents 50 percent improvement, Level IV represents 75 percent improvement while Level V represents 100 percent improvement in behavior. Table 1 shows this data and other pertinent information for use of a goal attainment scale in this case.

Table 1

Goal Attainment Scale for Use By School Counselor

		Improvement of Grades	Reduction in Discipline	Reduction in Absenteeism
Weighting =		.5	.3	.2
Level I	0%	GPA = F (a)	8 disciplinary citations (a) in previous semesters	16 absences in (a) previous semesters
Level II	25%	GPA = D	6 disciplinary citations	12 absences
Level III	50%	GPA = C (b)	4 disciplinary citations	8 absences (b)
Level IV	75%	GPA = B	2 disciplinary citations (b)	4 absences
Level V	100%	GPA = A	0 disciplinary citations	0 absences

a = entry level of John's behavior
b = behavior after one semester of weekly counseling sessions

Degree of improvement:

Grades	.5 X 50% = 25.0%
Discipline	.3 X 75% = 22.5%
Absenteeism	.2 X 50% = 10.0%
	57.5% overall improvement

The results show that John had a 57.5% degree of improvement in the selected behavioral goals.

Students, parents, teachers, administrators are crying for evidence that counseling and guidance services work. This example of the use of goal attainment scaling can help in telling the story of guidance effectiveness.

F. Another useful example of an evaluation procedure that can be included in Category IV is the **accountability record approach** developed by Krumboltz (1974). The model proposed by Krumboltz incorporates several evaluation components: statement of goals, identification of the problem, methods used, outcome, activity and costs. This information can be useful to dramatically show administrators and school board members the effectiveness of various guidance activities. Sample excerpts from a counselor's accountability record are shown in the following table. The record can easily demonstrate the 140 hours remaking student schedule changes cost $1,400. A paraprofessional could do the same activity for almost half the cost. Similarly, an accountability record would show that a counselor's time spent filing and typing out reports is substantially more expensive than a secretary's time.

Likewise, a counselor who spends 20 hours per week interpreting interest inventory results to students individually could in the same time potentially reach about 500 or more students in classroom test interpretation activities. Even more dramatic is the case of a counselor spending the same 20 hours training teachers to conduct group guidance activities. In this manner the counselor can indirectly reach thousands of students over the years. In either case the counselor's activities are priceless. However, an accountability record system makes this fact more visible and helps determine the cost effectiveness of various counseling and guidance outcomes.

Table 2

Excerpts of a School Counselors Annual Accountability Record (Cost Effectiveness Rate $10 an hours x 40 hours a week x 40 weeks = $16,000 year)

Goal A: Adaptive Behavior: Helping Students Develop More Adaptive Behavior					
Accomplishment				Cost	
Problem Identification	Method	Outcome	Activity	Hours	Dollars
Jane came to counseling seeking help with a drinking problem.	Supportive, counseling. Finding alternative activities to find satisfaction. Helping find other friends who don't drink.	Temporary progress - no drinking reported in one month	Counseling sessions, Conferences with drug abuse counselor	10 1 11	$100 $ 10 $110
Goal B: Decision Making: Help Students Learn To Make Wiser Decisions					
200 students complained that their initial class schedules were now unsatisfactory because "they didn't like the teacher", "friends were in another section", "bored", etc.	Individual sessions to complete the administration procedures	150 schedule changes were made. Effect on decision making skills unknown or ineffective.	Parent Conferences, Student Conferences, Sessions "Cooling off" the faculty	20 100 20 140	$ 200 1000 $ 200 $1400

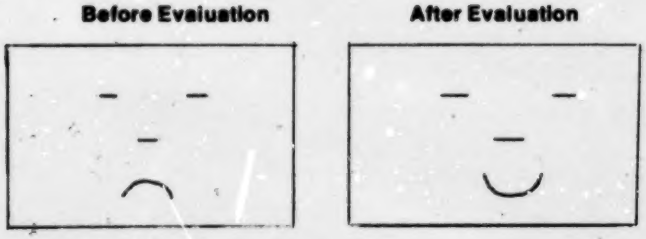
Who is interested in the data or information provided by each of the four categories of guidance evaluation? Teachers and administrators are often interested in the theoretical rationale for offering various guidance services provided by the information in Category I. Students on the other hand may be more readily impressed with information provided in Category II which gives testimony from satisfied or dissatisfied fellow students. Administrators are often more impressed with numerical accounting of how a counselors time is being spent (Category III) while school board members and legislators may be more interested in statistical data that shows the impact or effect of various guidance activities (Category IV).

In order to keep on top of the current demands for evaluation, professional school counselors need to be collecting and sharing information that can answer all four types of accountability questions **before** any consumer or constituents ask for them. In other words, school counselors should be ready in advance for consumer requests by doing self-accountability so that systematic information is available in each of the four categories. The following four steps can serve as a guide for proactive rather than reactive evaluation of guidance services:

1. Identify the kinds of data you are more interested in. A natural starting point is to begin with data or information that are related to the guidance program goals. A counselor who is not research or statistically minded will tend to collect Category I and II data. A more research and statistically inclined counselor will no doubt tend to use category III and IV evaluation approaches. However, it is probably wise to try to collect some information in each of the four categories.
2. Identify the various publics to whom you feel you should be accountable and then decide to which of these groups you will be most responsible.
3. Identify the categories of research questions and types of information in which each of your selected constituent groups is most interested.
4. Finally, identify the types of evaluation procedures that can best provide the information needed to answer the questions in which the public is most interested. For proactive accountability this probably means responding to all four category questions. Since there are a wide variety of evaluation procedures available, in selecting your procedures you will need to consider such practical aspects as time and available resources as well as your own skills.

CHAPTER V

USING THE RESULTS OF GUIDANCE EVALUATION



V. Using the Results of Guidance Evaluation.

A. After Evaluations: Using the Results

Making changes in a school guidance program is not an easy task. Guidance consultation is a skill that needs to be used throughout the evaluative process. It is essential to be able to communicate effectively with the various people who need to know the results of the current program and who are powerful enough to put the results into action. Many problems face a school counselor who wants to translate the results of the guidance program evaluation into action. The evaluator has an important change-agent function of guiding a course of action based on the evaluation results. Too often resistence to change exists in a school setting.

B. Principles of Change Useful to Implement Evaluation of Guidance Outcomes

1. Outside pressure comes first and is often the initiator for change in the schools. The career education movement and tight money are some examples of forces that cry for evaluation needs.
2. Change usually comes from the top down. Administrative support is essential for all aspects of program development and evaluation. Counselors need to work closely with the administration for change to occur.
3. Change take place **within** the school. Therefore, those who will be responsible for carrying out changes like classroom teachers should be brought into the change process.
4. Change tends to be superficial particularly when outside evaluators stay for only a short time. Within a short period the innovations disappear or erode. If an evaluation is to have an impact, the evaluator needs to set up a system for continuous monitoring, establish local school resource persons, ensure in-service preparation for new staff, and, of course, involve the regular staff.
5. Extensive change may follow unsatisfactory superficial change. With ineffective changes pressure can build up and administrators sense extreme steps are needed to satisfy the public. At this stage the change agent's role is to build support through effective relationships which enable the evaluator then to introduce and support changes.

C. What Have We Learned From Evaluation Studies of School Counseling?

Reviews of hundreds of evaluation studies dealing with counseling and guidance indicate:
1. Long-range guidance programs have substantial effects on the development of students and are preferred to the use of only the "one-shot" type of counseling services.
2. Group techniques **where applicable** are as effective as individual counseling techniques.
3. While counseling leads to more satisfactory vocational adjustment and more adequate self-concepts, evidence for improving school achievement or changing undesirable personality traits is not very great.
4. We do not need any more studies in which directive and nondirective approaches to counseling are used since differences in these orientations seem to have little effect as such on counseling outcome.

D. Implications of Evaluative Studies for the school counselor.

1. Group approaches should be substituted when possible and useful for the more time consuming one-to-one type counseling. This means more small group and classroom type activities for the counselor seem advisable.
2. Less emphasis on therapy and long term personality change and more on stress on vocational and self-concept change with our students.

E. Benefits of Evaluation of Guidance

First, guidance evaluation works best if the system focuses on self-improvement and self-diagnosis rather than used to blame or punish the school counselor.

Secondly, we can learn from mistakes how to improve the program as well as using the experiences of success for self study.

Third, if school counselors don't take upon themselves the need to do evaluation studies, others will do it. "If we don't do unto ourselves with respect to guidance evaluation, outsiders may do it unto us".

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